

## Using Four Reading Methods (FRM) in Teaching Intensive Reading Class (IRC) to Enhance Students' Reading Skill

**Bobby Octavia Yuskar<sup>1</sup>, Marsandi Manar<sup>1</sup>, Suhono<sup>2</sup>**

<sup>1</sup>Universitas Bina Sarana Informatika (UBSI) Jakarta, Indonesia

<sup>1</sup>Universitas Ma'arif Lampung, Indonesia

 [bobby.boy@bsi.ac.id](mailto:bobby.boy@bsi.ac.id)

### Abstract

This research focuses on teaching Intensive Reading (IR) using Four Reading Methods (FRM) to students of English Department. The subject of this research are twenty students divided into two groups, ten male and ten female participants. Each student had to read certain texts intensively and delivered a presentation explaining the information obtained from the text in limited time. The method used in this research is qualitative research that paid attention to the utilization of Four Reading Methods (FRM) as one of teaching techniques utilized by the researcher in teaching Intensive Reading Class (IRC) to students English Department. Each method was interconnected to each other as unity that helped students in presenting their learning outcomes obtained from particular reading passage they had already read intensively. The scoring was obtained according to the score from each method. This teaching technique was compiled by the researcher from a number of reliable resources. The Four Reading Methods (FRM) as a solution to enhance the reading skills of the students and to improve their presentation skills when they deliver their learning outcomes in the form of presented materials. There were numerous theories utilized by the present study in order to have solid scientific background. The theories were taken from several scholars who already conducted researchers in teaching intensive reading in class. The aim of this research is to provide a solution to fellow lecturers in providing flexible methods as an alternative in teaching Intensive Reading (IR) to their students. In addition, three previous studies in teaching reading were incorporated as significant contribution to enrich the quality of this research.

**Keywords:** Four Reading Method, Intensive Reading Class, Reading Skill

### ARTICLE INFO

#### Article history:

Received

November 14,  
2022

Revised

May 14, 2023

Accepted

May 25, 2023

Published by

ISSN

Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

2774-4299

<https://attractivejournal.com/index.php/bse/>

<https://creativecommons.org/licenses/by-sa/4.0/>



## INTRODUCTION

A Reading is an essential skill for every language learners around the globe, including students from English Department. This skill is one of the core subjects, which is not only important to boost students in grasping certain information taken from the text when they complete their reading assignment, but also is a long lasting acquisition that they will bring along permanently after they graduate. Universitas Bina Sarana Informatika or UBSI as one of the emerging private universities in Indonesia requires its students to have sufficient reading skill. It is compulsory for students who took Bachelor

Degree or Strata One (S-1) in English Department to have good reading skill. Nowadays, reading gives significant contribution as an access to the youngsters in this case, UBSI students from English Department to gain real situation in the process of their language studies. This situation has been similarly depicted by Scott & Ytreberg (2004) stating that “reading plays a crucial role to offer entrance places for young learners in experiencing language learning”. Scott and Ytreberg’s statement describes the essential part of reading in giving young scholars to entering regions for them to experience language study is a step where these young people encounter reading as a challenge for them in the pursuit of their academic achievement.

Reading is an important element and inseparable part to extend the knowledge of UBSI students from English Department in their Intensive Reading Class (IRC). Intensive reading is claimed by Khazaal (2019), Liu (2019), and Zhang (2020) as a reading activity for obtaining detailed contents from a reading text. Andres (2020) reveals that the purpose of intensive reading is not only to obtain the information but also the grammatical features. According to Ni’mah and Sholihah (2022), the activities of intensive reading are divided into pre-reading, while-reading, and post-reading. They further elaborate that in intensive reading students are directed to various genres of texts. Based on their findings, the most preferred text belongs to short stories and fairy tales where both are considered as the genre of narrative while the most preferable topic of reading is addressed to music and art. As underpinned by Anderson (2008), students develop their skills of literacy when they are directed towards different types of reading. Another key concept of intensive reading refers ‘to analyze’. As underpinned by Brown (2000) and Mart (2015), in intensive reading activities, students involve in analyzing texts. Based on this statement, it can be claimed that intensive reading can serve to boost readers’ critical literacy skills. The present study defines intensive reading as reading activities for mastering the contents as well as the grammatical features through analytical thought.

The problems frequently occur inside the reading class. The first problem is about students’ interest. It is not easy to attract them to read the texts given by the teacher. Students tend to be easily bored and distracted when they think that the topic does not attract their attention. Teacher needs to give interesting reading passages to gain interest from students to start to read the texts. One of the solutions to gain interest from students is by applying recommendation from Budiastuti & Nugraheni (2015) suggesting that “continuously innovation in developing model based on learners’ background needs to be done to increase student interest in learning with fun”. Budiastuti & Nurhaeni discovered that the thing that can help teacher to perceive more attention from students is constant renewal in designing model based on students’ learning background. This should be implemented in order to enhance their interest toward learning with fun.

In addition, lack of vocabulary becomes the second problem that makes students difficult to understand the meaning from numerous words and sentences found in the text. This weakness is a handicap that ought to be improved by the students in order to grasp better comprehension from the text they read. The important role of vocabulary that determines the success of students’ reading activities in class is highlighted by Andas (2020) claiming that “in reading, vocabulary has a crucial role since it assists to comprehend and gain information from the text”. In line with Andas, Fitri & Rifaát (2021) argues that “learners must understand vocabulary to learn reading”. Similar argument comes from Hutabarat & Syafar (2021) exposing a positive correlation between vocabulary and reading comprehension. Having limited vocabulary has been identified as an impairment of reading comprehension among Indonesian students.

Moreover, weak mastery in grammar comes as a third problem encountered by UBSI English students in their reading class. According to Prasetya (2022), “grammar not only teaches how to form correct sentences, but also teaches sound and meanings of words”. Apart from the practical problems, there have been previous studies focusing on

the issue on intensive reading. The study of Andres (2020), to illustrate, has aimed at improving students' reading comprehension through intensive reading activities. Similar study has been also conducted by Ni'mah and Sholihah (2022) but by considering the needs of students. Another study has been carried out by Moon and Kwan (2022) but by positioning students' intensive reading skill as the target rather as the method. The methods employed by the study to improve students' intensive reading ability are survey-question-read-review-recite-reflect. In the present study, the methods of instructions are four reading methods (FRM).

To answer the three practical problems encountered by UBSI English students in their reading class and the to address the literature-based problem elaborated earlier, the current research positions the Four Reading Methods (FRM) as a solution to help them to solve the problems. Subsequently, with the exposure of this FRM, there are three questions arising as a background of this research. The first question is: Can FRM attract the attention of UBSI English students when they read the texts? The second question: Can FRM encourage UBSI English students to gain more vocabulary to understand the meaning from the passages they read? The third question: Can FRM motivate UBSI English students to learn grammar seriously in order to know not only the structure of the words in the form of verb-tenses but also locate the sound and meaning from numerous different words?

## **METHOD**

### **Design of the Research**

The approach of the current study is qualitative research. It is a suitable research since it has a number of well-organized methods that can assist any prospective scholars formulating their research with structural approaches. This situation best described by Shank (2002) claiming that "qualitative research is a form of systematic empirical inquiry into meaning". It means that this systematic investigation is utilized as one of the scientific tools to obtain significant outcome with measurable validity. Furthermore, Creswell (2014) states that "qualitative research is a research for exploring and understand the meaning individuals or groups a scribe to social of human problem". Statement from Creswell clarifies that qualitative research is a particular type of scientific investigation has an intention to search and comprehend significant idea conveyed by abundant of people or communities to perceive solutions from their problems.

The key concept of qualitative study is the depth and contextualization of a phenomenon. In accordance with this characteristics, the purpose of a qualitative study is to figure out phenomena either from a group of things or participants or from a single thing or participant. This is what makes qualitative study different from quantitative study aiming at confirming the relationship between phenomenon. Briefly speaking, whereas a qualitative study focuses on revealing the truth, the quantitative ones emphasizes on confirming the truth. Under the current study, a qualitative study is defined as a scientific approach employed to reveal a phenomenon of a certain group of participants. The approach was selected as the foundation of the method since the phenomenon was limited to a limited and contextualized case of a group of students involving in intensive reading instruction.

In addition, this research is conducted by combining the analysis of theories delivered by different scholars who already conducted previous researches in teaching reading and apply them into practice with the utilization of Four Reading Methods (FRM) in intensive reading class in UBSI's English Department. The researchers use Four Reading Methods or FRMs as a practical solution to enhance the learning outcomes of students, particularly those who enrolled in Intensive Reading Class (IRC). These methods are compiled by the researchers from a number of reliable sources. Each method has tight connection to each other as unity to helps students to gain meaningful learning outcomes

from their Intensive Reading Class (IRC). Those methods are: Method-1: Repairing the Pronunciation (RTP). Method-2: Polishing the Presentation (PTP). Method-3: Enhancing the Vocabulary (ETV). Method-4: Developing the Grammar (DTG). Each of it has score worth 20 points which subsequently added to obtain the final score.

For example, a female student with an initial ATF after reading certain text about social cultural phenomenon with adequate pronunciation, she earns 17 points. Furthermore, she delivers a short presentation with good clarity and sufficient confidence, she earns 15 points. Moreover, she incorporates a lot of new vocabularies to expose the richness of word choices in her sentences, she earns 19 points. Eventually, she exposes quite good mastery in the utilization of verb-tenses during her presentation and indicating that she relatively shows good grammar knowledge, she earns 18 points. To obtain the final score, each of the point that she produces is obtained by generating addition to each of it,  $M1 (17) + M2 (16) + M3 (19) + M4 (18) = 70$ . She earns 70 point and it has equality with B.

In order to be clear and cohesive about the function of Four Reading Methods or FRM in Intensive Reading Class or IRC in UBSI's English Department, the researchers explain the following information. First, Method-1: Repairing the Pronunciation or RTP. This first method is given to students as a preliminary stage to fix their mispronunciation in pronouncing unfamiliar words when they read certain text in the Intensive Reading Class (IRC). The researchers as their lecturers give numerous pronunciation practices by demonstrating the correct sound, pitch and intonation repeatedly and slowly in pronouncing particular English words as a helpful guidance for them to produce better pronunciation.

Second, Method-2: Polishing the Presentation or PTP. This second method is given to students as the medium stage to find out their comprehension toward the text that they had already read in class. They need a guidance of how to deliver good presentation and as their lecturer, the researchers demonstrate practical examples in delivering presentation by asking them to pay considerable attention to three main elements in presentation, they are: eye contact, clarity in words and body language. Eye contact is the entrance in presentation due to it opens interaction between students with their peers in class by showing sufficient look to all of their friends who act as audience in the Intensive Reading Class (IRC) when she presents certain information from the text she reads. Clarity in pronouncing, saying and conveying the words are the most important part in presentation due to it describes the fluency of the presenter in explaining her comprehension after finish reading the text. Body language plays significant role as a valuable tool to measure the level of confidence of the speaker when she delivers her presentation in front of Intensive Reading Class (IRC), the gesture shown by the presenter showcases the true body language when she delivers a presentation about particular information that she already read in class.

Third, Method-3: Enhancing the Vocabulary or ETV. The third method is given to students as an important part in leveraging the deposit of words. When students deliver a presentation with various words that has equal meaning from the text, they expose wealth in glossary. They have the opportunity to use those words in making presentation in different ways with meaningful phrases still related to the context from the passage they read. By the time they own sufficient vocabulary, they are able to utilize abundant of phrases and to some extent, increase their confident in diversifying words as the evidence of their ability to enrich the vocabulary they have already had from the reading passage.

Additionally, in Method-4: Developing the Grammar or DTG is a method that provides students with meaningful learning strategies in strengthen their mastery in English grammar. Grammatical knowledge is one of the important pillars in language learning, for instance in reading. This mastery is not only pays attention to the understanding of verb tenses and their usage, but also to the utilization of them in

different contexts. Without adequate acquisition in grammar, students will encounter difficulty to grasp the essential element of language. All of those four methods are interconnected to each other as a unity that supports one another for the successful of learning outcome for UBSI English Department students during their Intensive Reading Class (IRC) practices. Students are suggested to apply four of them as a learning strategy to ease them to finish their reading assignments within the Intensive Reading Class (IRC). These Four Reading Methods (FRM) are made by the researchers in the customize mode to help students to obtain selected words and phrases from the reading passage as the learning outcomes. It is also to make them able to present the learning outcomes in front of the class as a production stage to prove their level of understanding in absorbing certain valuable information from the reading passage. The existence of this Four Reading Methods (FRM) is not only helps students to tackle the problems they encounter in their Intensive Reading Class (IRC), but also it equips them to gain practical information of how to produce learning outcome in their class.

#### **Instruments in Collecting the Data**

The data collected through monthly reading task that students do by the end of the month. The researchers as the lecturer gave certain reading text that suitable to their background knowledge. It is a classroom-based task with the instructions for students as the readers to intensely involve in looking inside the text. The texts ought to be read carefully and thoroughly with a number of repetitions upon specific words as the important information given from the text. The researcher gave a text about employment opportunity after graduation. The text given as a set of guidance to attract students' attention in reading it intensively due to the nature of Intensive Reading is the chosen reading materials provided by the teacher and is designed to enable students to develop two main skills. Those two skills; pronunciation and presentation need to be delivered by the students as the two elements determine their mastery in this subject.

#### **Analysis of the Data**

The Researchers analyzed the data through the learning outcomes produced by the students at the end of the month. The researchers utilize Four Reading Methods (FRM) as the tool to gain specific results from the students. The monthly task given by the teacher is marked based on the learning outcome produced by the students after they finish reading the text with relatively good pronunciation and deliver their comprehension in front of class with impressive presentation that incorporate both new vocabulary and good mastery in grammar as two additional important elements to support their score. Students ought to do each method properly to achieve sufficient score. The researchers made a table to expose students' monthly task by using Four Reading Methods (FRM) to measure students' achievement after they apply FRM in their Intensive Reading Class (IRC). Each method is a supporting element to determine the final score generated by the students.

### **RESULT AND DISCUSSION**

To answer the three questions that become the background of this research that is the utilization of Four Reading Methods (FRM) to enhance the reading skill from UBSI students in English Department, the researchers found three significant outcomes or three findings. First, Four Reading Methods (FRM) gave significant contribution in attracting the attention from UBSI students from English Department. They were attracted after given an interesting topic suitable with their background knowledge accompanied by the example from lecturers in pronouncing several new and unfamiliar words to their ears. Second, Four Reading Methods (FRM) gave significant contribution in enhancing the amount of students' vocabulary particularly when researchers gave new vocabularies in the form of interesting explanation and illustrations. Third, Four Reading Methods (FRM) gave significant contribution to encourage students to learn grammar seriously after

researchers as their lecturer gave simple explanation about structure of the words in the form of verb-tenses and also showed them in locating the sound and meaning from numerous different words.

Furthermore, the researchers welcome feedback from other scholars and fellow lecturers to provide adjustment, ideas, alteration and suggestion pertaining to the application of Four Reading Methods (FRM) as a teaching technique and also a learning method that can be modified its utilization adjusted with the uniqueness from various users. The existence of Four Reading Methods (FRM) in teaching Intensive Reading Class (IRC) is expected to be an additional knowledge which is needed by student with the majority of them comes from social science backgrounds. This qualitative descriptive research is not an impeccable scientific outcome.

Therefore, additions in the form of novice methodologies in the near future are necessarily asked to be developed further by other scholars and researchers in the years to come. The outcome of this research as an open source is easily adopted and accessible to anyone who wants to use it as a tool to help them in making proper Intensive Reading Class (IRC) embedded with sufficient preparation. Last but not the least, the participants of this research are the students from various background that utilize Four Reading Methods (FRM) in their own unique style which is not only enrich FRM as a learning method, but also sharpened each of students from UBSI English Department as a young learner completed with good reading as an important soft skill in this digital age with borderless philosophy across states and nations throughout the world. Additionally, to support the three findings, the researchers expose a table that describes the scores from UBSI English Department students' monthly task in Intensive Reading Class (IRC)

**Table 1 the Scores from Students' Monthly Task**

No.	Students	M1	M2	M3	M4	Score	Grades
1	AKS	22	20	25	21	88	A
2	ALN	19	17	22	19	77	B
3	CHY	23	21	20	22	86	A
4	DKR	17	20	19	18	74	B
5	DAS	18	17	19	16	70	B
6	FJE	15	17	19	15	66	C
7	FFA	25	23	21	20	89	A
8	LAG	18	18	21	19	76	B
9	MMD	17	15	20	19	71	B
10	MTI	19	19	17	14	69	C
11	NAR	15	17	19	16	67	C
12	PNL	19	20	17	17	73	B
13	PBS	19	18	20	18	75	B
14	RFZ	14	16	18	15	86	A
15	RML	13	15	17	19	64	C
16	STR	16	18	20	18	72	B
17	SNR	17	17	20	18	75	B
18	SRM	19	16	20	18	73	B
19	TIW	20	19	20	20	79	B
20	UDT	22	17	19	19	77	B

As depicted by the table above, most students obtain satisfying scores (A or B) for their intensive reading course via FRM. Only four of twenty students obtain C as their scores. The overall satisfying factor of students' scores of the present study signifies that

the FRM can function as a method by English teacher or lecturer in teaching intensive reading. A previous study carried out by Moon and Kwan (2022) has revealed that Survey-Question-Read-Review-Recite-Reflect (SQ4R) was proved effective in improving students' intensive reading ability. Though the instruction method of intensive reading proposed by Moon and Kwan (2022) differs from the one in the current study, both provide alternative and practical methods for the instruction of intensive reading course.

The integration of reading to enhance students' knowledge and as a device to gain a collection of facts is best described by Mohibu & Ismail (2021), that "reading is considered crucial since it is a technique for expanding one's linguistic expertise as well as obtaining information". In addition, Intensive Reading (IR) as one of the types of reading that cultivate specific skills in language learning has an immense effect to alter students' learning habit. The alteration experienced by students particularly occurs when they are given Intensive Reading (IR) to enhance their knowledge after reading certain texts. This situation is clearly depicted by Zang (2020) stating that "intensive reading plays a great role in students' language skills and literacy. As students are directed to read intensively with paying attention to the vocabulary, reading skills, and strategies, they are expected to obtain more knowledge and develop reading habits in intensive reading class". The statement from Zang pertaining to the function of Intensive Reading (IR) is not only gives essential role in enhancing students' language acquisition, but also it cultivates the development of both of their knowledge and reading habits.

In order to support this research, a number of previous studies about teaching reading from different scholars are reviewed. The first scholar, Muchtar, N (2019) from Ujung Pandang's State Polytechnic, South Sulawesi says that "in teaching reading, lecturer gives a reading text with the new theme, try to execute the process of eliciting the general knowledge or prior knowledge of students related with the theme by answering questions or inquiries their opinions about those themes then students have an opinion what will be discussed". From Muchtar's research about teaching reading, facilitators are recommended to provide novice topic while at the same time to implement the acquisition process of learners' general and prior cognition connect to the topic by responding to the questions and searching information toward their thoughts upon the topics. In the end they own a view about what will be conveyed. It is exposed that Muchtar's outcome in teaching reading, highlights the role of the facilitator as a source provider, particularly in providing new topic so that it provokes students' critical thinking to explore their knowledge pertaining to the topic that being discussed by them.

In addition, the second scholar, Abrar (2017) argues that "reading materials can ease the learners to understand the topic given. Learner will face problems in comprehending the lesson and practicing reading without having the appropriate reading materials". In line with Muchtar, Abrar's opinion related to teaching reading is about the availability of reading materials suitable with students in order for them to own sufficient comprehension upon the passage they read. Both of scholars pay considerable attention to provide learners with reading materials that already adjusted to students' background knowledge. It is not easy and quite challenging in providing reading materials suitable to students' cognition. It is a challenge that ought to be properly conducted by the lecturer as the facilitator in college to enhance the reading skills of his students into the next level.

Furthermore, the third scholar, Sari (2020), argues that "students' inability to identify topic, analyze the text's purpose determine general and specific information is caused by low prior knowledge. They say that they found it difficult to understand the passage in which the topics are not familiar. Here, expanding background knowledge is crucial for students' reading comprehension because background knowledge facilitates their comprehension process and words identification". Similar to two previous scholars, Sari exclaims that presenting reliable reading materials suitable to students' background knowledge is not only essential to assemble the four main components she mentioned, but

also it plays important role as stages in absorbing comprehension from the passage they read and also in locating numerous words. In general, all three scholars that already conducted previous research in teaching reading share the valuable insights about the suitability of topic that adjusted with the learners' background knowledge in order to build interest from them to read and comprehend the given text in their reading classes.

Furthermore, the finding gives benefits to make solid skill to understand particular phrases taken from the text and it accelerates students' reading skill into better comprehension. Those benefits are shown from the statement given by Yin (2015) saying that "intensive reading is intended to strengthen the reading skill, text comprehension, and reading speed of the students. Therefore, intensive reading is considered the most important subject in learning English". Additionally, the nature of Intensive Reading (IR) is actually classroom-based activities. The students as the primary citizens in class ought to conduct the reading assignment provided by their facilitators, the teachers and the lecturers. It makes Intensive Reading (IR) as a specific skill which particularly depicted by Ni'mah & Umamah (2020) saying that "intensive reading is a classroom-oriented activity where students must read and understand the texts given by the teachers".

## CONCLUSION

Based on the score from the table, it is clearly shown that of all 20 students, there were twelve students or approximately 60% scored 70 points and they were in grade B. On the other hand, there were five students or approximately 25% scored 60 points and they were in grade C. However, only three students or 15% made 80 points and they were in grade A. This 'A' grade proved themselves as top three students in the Intensive Reading Class (IRC). In majority, student achieved an average of 70 points or grade B. This is quite good outcome for them due to the challenges that they had already encountered from the beginning until the end during their Intensive Reading task in class. The challenges were quite dynamic and made them creatively conveyed the chosen topic provided by the researchers in interesting ways. Based on the scores taken from the table, it is concluded that the utilization of Four Reading Methods (FRM) help the English-major students in finishing their monthly task of Intensive Reading Class (IRC).

## REFERENCES

- Abrar, M. (2017). Teaching English problems: An analysis of EFL primary school teachers in Kuala Tungkal. *The Proceedings of ISIC 2016 Academic Conference*, March, 94–101.
- Andas, N. H. (2020). The correlation between students' vocabulary mastery and students' reading comprehension. *Journal of Linguistics and English Teaching Studies*, 11–17. <https://www.jurnal.stainmajene.ac.id/index.php/lets/article/download/145/119>.
- Andrés, I. C. (2020). Enhancing reading comprehension through an intensive reading approach. *HOW Journal*, 27 (1), 69-82. <https://doi.org/10.19183/how.27.1.518>
- Brown, D. H. (2000). *Teaching by principles*. Pearson Education.
- Budiastuti, R. E., & Yunita N.(2015). Collaborative E-Learning Berbasis Web pada Mata Kuliah Extensive Reading [Web-based Collaborative E-learning for Extensive Reading Course]. Universitas Muhammadiyah Semarang. Retrieved from <https://www.neliti.com/publications/176292/collaborative-e-learning-berbasis-web-pada-matakuliah-extensive-reading>.
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4<sup>th</sup> ed). Thousand Oaks, CA, Sage.
- Fitri, A., & Rifa'at, A. A. (2021). The correlation between vocabulary achievement and reading comprehension. *Journal of Language Teaching and Learning, Linguistics and Literature*, 9(1), 546–562. <http://doi.org/10.24256/ideas.v9i1.1933>.

- Hutabarat, M. N., & Syafar, A. (2021). The correlation between vocabulary mastery and reading comprehension achievement (a case study). *English Language Teaching Society*, 9(2), 10–20. <https://doi.org/10.22487/elts.v9i2.1867>.
- Khazaal, E. N. (2019). Impact of intensive reading strategy on English for specific purposes college students' in developing vocabulary. *Arab World English Journal*, 10(2), 181-195.
- Liu, Y. (2019). Applied research of TSCA in translation exercises of intensive reading in an independent college. *Frontiers in Educational Research*, 2(6), 23-26. doi: <https://doi.org/10.25236/FER.020605>
- Mart, C. T. (2015). Combining extensive and intensive reading to reinforce language learning. *Journal of Educational and Instructional Studies in the World*, 5(4), 85-90. <http://www.wjeis.org/FileUpload/ds217232/File/09a.mart.pdf>
- Mohibu, Y., & Ismail, H. (2021). The Application of the Cooperative Learning Model (Picture and Picture) to Improve the Students' Reading Skill. *Langua: Journal of Linguistics, Literature, and Language Education*, 4(2), 6-17. <https://doi.org/10.5281/zenodo.5540252>
- Moon, R. C., & Kwan, S. H. (2022). Improving students' intensive reading ability by using survey-question-read-review-recite-reflect method. *JELITA: Journal of English Language Teaching and Literature*, 3(1), 12-21.
- Muchtar, N.(2019). Intensive and Extensive Reading in Improving Teaching Reading Comprehension. *Lingua Pedagogia, Journal of English Teaching Studies*, 1(2), 1-13. <https://journal.uny.ac.id/index.php/lingua-pedagogia/index>
- Ni'mah, D., & Sholihah, F. A. (2022). Reading intensively: What do the students really need?. *Journal of English Education, Literature, and Culture*, 7(1), 16-31. <http://dx.doi.org/10.30659/e.7.1.16-31>
- Ni'mah, D., & Umamah, A. (2020). Mobile-assisted on extensive reading: students' voices. *English Education: Journal of English Teaching and Research*, 5(1), 41– 48. <https://doi.org/10.29407/jetar.v5i1.14367>
- Nimasari, E. P. (2018). An ESP needs analysis: Addressi
- Prasetia, A. F., Eliza, Roza, V., & Reflinda. (2022). The correlation between students' grammar mastery and students' reading comprehension. *Journal of English Language and Education*, 7(1), 105–113. <https://doi.org/10.31004/jele.v7i1.244>
- Sari, G. R., Santihastuti, A., & Wahjuningsih, E. (2020). Students' perception on reading comprehension problems in narrative text. *LLT Journal: A Journal on Language and Language Learning*, 23(2), 342–353. <https://doi.org/10.24071/llt.v23i2.221>
- Scott, W.A., & Ytreberg, L.H. (2004). Teaching English to children: Longman keys to language teaching. London: Longman
- Shank, G. (n.d.). D.(2002) Qualitative Research: A Personal Skills Approach. In Ohio: Merrill Prentice Hall. Merril Prentice Hall.
- Zhang, L. (2020). Teaching design and practice of intensive reading course based on BOPPPS. *Journal of Language Teaching and Research*, 11(3), 503-508. <https://doi.org/10.17507/jltr.1103.21>

---

**Copyright Holder :**

© Bobby Octavia Yuskar, Marsandi Manar, Suhono (2023).

**First Publication Right :**

© Bulletin of Science Education

**This article is under:**

CC BY SA